

SWEET BRIAR COLLEGE



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**SWEET BRIAR
COLLEGE
1943**

PRESIDENT META GLASS

A REPORT ON THE DEVELOPMENT, ACTIVITIES
AND THE PRESENT STATUS OF THE COLLEGE
MAY, 1943



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INTRODUCTION

IN 1943, IN THE MIDST OF A DEADLY WAR, Sweet Briar College examines herself, not only against the background of the war, but also against the background of society's changing concepts, to realize afresh what she is, and what she believes, and what her job is, and how to go about doing it.

She has been a strikingly consistent college in her aims during the thirty-seven years of her life. She undertakes the task of general liberal education for young women, with the thought that they would get as large a measure as might be of such education before entering upon specific training in graduate, technical and professional study, or in life itself. She has not undertaken to give the two kinds together at the same time, though making plain to students that much of life demands both kinds.

She believes that the liberal kind, when given first place, gains in importance and effectiveness as well as coming at a time when it can form attitudes toward the proper relations of specific training to all of life. There is a danger when the two go hand in hand that the professional, with its more easily recognized immediacy, take first place and relegate the liberal to the place of a seemly background instead of a necessary, far-reaching understanding of things of wider and deeper significance than any profession.

What are Sweet Briar's ideals and procedures? Does society stand to need her as much or more than ever?

The college opened in 1906 with thirty-six students, fourteen departments, and a faculty of eleven members—physics, chemistry, and geology being taught by one person and French and German being taught by one person. In 1943 there are 454 students and the faculty numbers fifty-one in thirteen departments in addition to the division of Social Studies. The governing boards expect the faculty and the President to develop the academic character of the college and to administer it in its educational policies. All teachers, the Registrar, and the Librarian, belong to the faculty and all exercise the vote. The faculty has regular monthly meetings and the Executive Committee, composed of heads of departments and chairmen of divisions, meets on call. No printed contract is used with faculty members but a letter from the President and a statement on Freedom and Tenure serve, together with the letter of acceptance by the newly appointed members, in lieu of contract.

All changes in the faculty are made on recommendation of the department concerned, with the active cooperation of the President and the Dean and the confirmation of the Board of Overseers. If the vacancy involves the head of a department,

consultation with the Dean and kindred departments is held. There are printed faculty rulings in the hands of all faculty members and all students according to which administration proceeds.

Standing committees of the faculty take care of much of the administration. All of these are active. The Committee on Instruction is particularly so, and to it come descriptions of all courses to be passed on before they are announced, and the recommendations of all special committees appointed to study modifications of curriculum or educational policy are also passed by this committee before presentation to the faculty and adoption by the Executive Committee. The faculty being small and residential makes possible much spontaneity of activity confirmed by sufficient corporate action to safeguard against confusion and conflicting interests.

THE COLLEGE, being a liberal arts institution with no professional or vocational work, formulates its offerings and chooses its faculty to throw the emphasis on general liberal education. It believes that certain subject matter is a necessary part of a liberal education and at the same time it endeavors to guide each student to the most fruitful choices for her own development. Research is fostered for what it does for the persons pursuing it and for those in contact with them, as well as for its intrinsic worth, but teaching, inspiration and guidance are looked upon as prime requisites in faculty members. The objectives of the college are phrased as follows:

To guide students to become informed, understanding, resourceful, and appreciative individuals.

To arouse realization of the individual's place in society, the responsibilities and blessings of citizenship.

To provide the means for mental growth and facility in dealing with ideas through sound scholarship.

To imbue students with a sense of purpose in their development.

To indicate the dependence of life on spiritual values for its richness.

To provide a way of life fruitful for the realization of these objectives.

The success of the college is measured by the development of its students into inquisitive, independent, poised women serving their generation through professions and other paid occupations, citizenship, their own homes and the activities of their communities, on a level with their intellectual ability and their education. The spiritual quality of living and the productive and aesthetic possibilities of recreation inform the approach to the college life in all its phases.

THE STUDENTS AND THEIR STUDIES

THE STUDENTS of the college have always come widely from almost all the states of the Union, though, of course, the Atlantic seaboard has the largest number of any single region, with the middle west from north to south well represented, and the far west only scantily represented. Of the New England states, Connecticut, Massachusetts and Maine send students to Sweet Briar, though very rarely does anyone come from New Hampshire, Vermont or Rhode Island. Less than one fourth of the students each year come from Virginia while New York, Pennsylvania or New Jersey usually holds second place for numbers. Ohio and Illinois have more students than other middle western states and of the southern states, North Carolina, Maryland, Georgia and Texas send the most students. In the current year there are students from Brazil, Canada, Colombia, Cuba, England, Scotland, France, China, and Venezuela, some of them natives and others citizens of the United States in residence in those countries. One of these foreign students was invited to the college by the student body, which meets all of her college and living expenses except tuition. She has a full tuition scholarship from the college. The students have for four years done this for one refugee student.

STUDENTS come about equally from public high schools and private schools, and offer similar kinds of preparation. Sweet Briar continues to urge for preparation four years of secondary school English; two foreign languages, unless the student has four years of Latin; two years of algebra and one of plane geometry; one course in science; and several in history. Decisions on admission are based on school record, scholastic aptitude tests, and the student's own interests and plans. This makes it possible for admission offerings to differ from student to student, but there is enough uniformity to provide a common base of maturity and ability for the work of the freshman year.

ADMISSION is in the hands of a faculty committee of ten with the Registrar as chairman of the committee. The full group decides on all admission policies and examines all records of students with exceptional offerings and decides on their admission. The committee is divided into three groups for regular meetings when three members who have read all the correspondence and records of each applicant meet with the chairman and decide on admissions that fall within accepted policies. It is onerous committee work, the number of applicants for the last several years varying from 427 to 515, of whom approximately 160 can be accepted. The method however appears to result in wise decisions and it also gives to a number of faculty members, from eight or nine different departments, first hand knowledge of the problems involved in high school-college relations and a wide knowledge of the schools that send students to Sweet Briar. This list varies from year to year with some new schools appearing on it every year. The record of the past four years shows that entering students come from as many as 129 schools in one year.

SWEET BRIAR has four endowed scholarships, and the Students' Bookshop and the Boxwood Inn give annually, out of profits, seven others. The Alumnae Association gives one full tuition scholarship each year in memory of Mr. N. C. SCHOLARSHIPS Manson, for many years a member of the Board of Directors. The governing board sets aside annually \$14,800 from current income for scholarships. Twelve of these are competitive scholarships for entering freshmen. The others are general college scholarships open to upper class students on their records and their need. The college looks forward to an increase in endowed scholarships that will release the appropriation from current funds to other uses for which it is greatly needed. The importance, however, of scholarship aid for the benefit of students who need it and are worthy of it, as well as for the benefit to the student body of containing persons of different economic levels is too great to allow this appropriation to be re-assigned until endowed scholarships can replace it.

THERE ARE VARIOUS MEANS of self-help available to students. Some twenty-five students are employed as waitresses in the dining rooms, two are employed at the Bookshop, five in the library, twelve as readers and laboratory assistants SELF-HELP in various departments, and thirty-seven find through the Dean's office agencies for neighboring shops and other interests that yield appreciable income. There is much call for typing and many students do this privately.

As in other colleges, the students have been facing the questions of marriage, jobs, and service in the armed forces during the last two years. Two seniors were married before the end of the session in 1942, and continued their work to graduation, while three other students withdrew to be married. In the current year nine withdrew for marriage, and four have remained in college when their husbands departed for military service. On the whole, completing their education seems important to the students, and their plans for service in the many places where women are greatly needed reflect their intention to prepare adequately for jobs on the level of the educational opportunities that they have had. It is gratifying to find them conserving educational competence as well as material for the war.

A SURVEY of student plans for the summer of 1943 shows that the largest number (139) plan to study through the summer, accelerating the work for the degree, or adding special skills that they wish to have in addition to their liberal STUDENT education. Sixty-eight girls plan to work at secretarial and clerical jobs PLANS during the summer, some of these seniors who will continue in the work, others underclassmen who will return to Sweet Briar in September. Nineteen plan to work in industry; forty-five in hospitals; thirty-five to do farming and food production; nine to do social work; ten to be camp counsellors; nine to do housework; eight to be married and not to hold jobs; and one student will be a waitress on a steamship and one will join a settlement house. One hundred and seventy-one students have their summer work already arranged; thirty-one are in process of arrangement, making two hundred and two with plans laid for summer work. One

hundred and eighty-three have plans but have not made the arrangements yet. Sixty-two were too indefinite about the summer to be rated in the group described above.

WHAT THE STUDENTS STUDY

IN ORDER TO MAKE their liberal education general, students distribute their work, up to half of the requirements for the degree, between literature, languages, mathematics and the sciences, social studies, and the arts. For the rest, students concentrate in a single field for three-fourths of the remainder of their course, or in an interdepartmental major.

Social Studies, languages, English, philosophy and religion are the fields of heavy election. Fewer students concentrate in science and mathematics, although the registration in 1942-43 has doubled in mathematics, chemistry and physics, due doubtless to the present great need for scientific training. It is to be hoped that when the emergency in this field is past more women will continue to enter the scientific field than did so before the war, but the need for persons trained in languages, religion, philosophy and the social studies will be so urgent that these, as fields previously more attractive to women, will probably still attract the greatest numbers.

CLASSES for juniors and seniors are apt to run in numbers from four to twelve and the size of the class in each instance gives a semi-tutorial aspect to the teaching. All students Reading for Honors have most of their work in tutorial form in both junior and senior years, meeting their instructors alone or in small groups for a session of two hours or more weekly. There is a seminar in the senior year for most majors in which some research is done, and the departments of English, and of Philosophy, Psychology and Education have introduced a comprehensive examination as a requirement for all majors in the department. Candidates for general honors in all departments take such examinations, if they have attained records strong enough to admit candidature.

BEFORE THE WAR Sweet Briar made it possible for students in their junior year to study at The Sorbonne in Paris under the Delaware Plan, or to study at St. Andrews University in Scotland. Sweet Briar made its own arrangements with St. Andrews in 1932, agreeing to ask for places for from one to four students only in any one year. Twenty-one Sweet Briar students have studied at St. Andrews during the seven years it was possible, doing work in English, history, physics, chemistry, classics and philosophy. Both groups in France and in Scotland were selected with care as to whether such study seemed particularly developing for the given individual at that particular time. These connections have been very fruitful and Sweet Briar hopes that students in the future may have such opportunities again. Between Sweet Briar and St. Andrews especially, since the arrangements were personally made, there grew a feeling of close friendship.

Since the last report similar to this a major in art has been established, in 1936, and in 1935 a major in music was introduced. Both of these arts had been taught before at Sweet Briar, but the offerings had not been ordered to constitute a major. They are still taught as parts of a liberal education rather than to produce professionals.

In 1942 the departments of history and government, economics and sociology joined in a divisional form of organization. The chief results of this re-grouping have been to develop a new course called Social Studies 1-2, as prerequisite to all courses in the division, and an increase in cooperation between instructors in the different areas. There had always been considerable cooperation but more instructors are now teaching courses in two of these closely connected areas. The changes are intended to give a greater sense of continuity of knowledge and action in the whole social field.

SOME TWELVE YEARS AGO Sweet Briar developed two interdepartmental majors in which the concentration centers around a period or a group of ideas. These two were in American Problems and in Revolution and Romanticism. They INTERDEPART- proved fruitful arrangements and since then nine others have been MENTAL MAJORS developed in which the courses cut across departmental and divisional lines, as in the interdepartmental major in Drama. In it there are included courses in The History of the Theatre, Shakespeare, Theatre Presentation, Dramatic Criticism and Playwriting, Speech, literature courses in English drama, French drama, Goethe, Survey of German Literature, Athenian Drama, Roman Comedy, Spanish Literature of the Golden Age, and Dramatic Music. Combinations are also offered in Bio-Sociology, Classical Civilization, Physical Mathematics, Political Economy, Pre-Medical Sciences, the Quadrivium (mathematics, music and physics), Religion and Social Problems, and International Affairs.

THE major in International Affairs has just been re-oriented (a) to give basic training to a selected group of students for cooperation in post-war reconstruction and civilian administration of foreign areas; and (b) to create such an understanding of post-war reconstruction and administrative problems as INTERNATIONAL AFFAIRS will enable students to assist in the formation of an enlightened public opinion for the support of the leaders capable of offering solutions for these problems.

For students who take this major, the whole of the last two years of the college course will be directed to study of subjects bearing on this purpose, one-half of the work being fundamental to the major and the other half determined by the area chosen for special concentration. Sweet Briar will undertake such preparation for Spain, France, Germany, Italy, and Greece. Naturally the range even of the rigidly prescribed work will be wide and all the courses taken will be within the field of liberal education.

IN DECEMBER 1942 a leaflet was prepared for the guidance of the students in their second semester registration, grouping the courses at Sweet Briar that were particularly useful as foundation for special training to follow and to fit young women for work needing to be done at present. It was found that a considerable amount of work could be so chosen, irrespective of the major the student was pursuing.

The great need now for women prepared in mathematics and psychology, as physicians, nurses and laboratory technicians, therapists, and social workers prompted the groupings. For future nurses, for example, courses in general zoology, chemistry, general psychology, genetic and abnormal psychology were recommended. For scientific work in government bureaus plane trigonometry, algebra, general chemistry, general physics, general botany and zoology were grouped. Psychological methods, educational psychology and statistics form a useful group for psychological testings, and economics of consumption, health education, nutrition and statistics such a group for work in feeding centers. For work in government boards in which international background is important, students are advised to include in their courses modern European history, current economic tendencies, international trade, international law and organization, American foreign policies, history of the United States since 1865, and government of the United States.

OUTSIDE THE LIBERAL CURRICULUM leading to the degree, arrangements were made for students to acquire some useful skills for immediate use by means of courses in first aid, home nursing, stenography, typewriting, mechanical drawing and elementary laboratory technique. These have been taken by the students outside their schedules and at their own expense.

The above are the chief adjustments in curriculum made to meet war-time needs.

MANY LIBERAL ARTS COLLEGES have increasingly introduced vocational and semi-professional courses into the curriculum until an appreciable part of the course has become professionalized. Despite the urgency of getting into professional education all the liberalizing content possible, Sweet Briar has deemed it her most valuable contribution to give general education, with the students understanding that additional work must be based on this for professional competence in various fields. Accordingly, courses have been chosen to broaden their preparation rather than restrict it, with due consideration of the degree to which certain subject matter becomes highly desirable as a basis for specific training to follow.

Since this is true, Sweet Briar addresses itself particularly to students who see the value and have the time to pursue foundational education for long term ends—ends of understanding the world and the people in it, and of forming a philosophy of life, and an approach to work and life that will prompt useful activity in it.

THIS BEING THE CASE, the responsibility also rests upon such a college of arousing students to a sense of being useful in the world. To this end faculty advisers, the Dean's office, the Personnel Committee, and the instructors generally prompt students to recognize their possibilities and to plan to realize them. Sweet Briar graduates marry early. There are 1564 alumnae graduated since 1910 and of these 73% are married, even 21% of the graduates of 1942.

Of the class of 1942, students not married are filling positions of the following kinds: Department of Strategic Service, Washington (using French and Spanish); Public Relations section, Civilian Defense Office, Norfolk; Office of Price Administration, Washington; Children's Memorial Clinic, Richmond; Signal Corps, Washington; Westinghouse Electric International Company, Schenectady; reporter, Richmond Times-Dispatch; reporter, Wilmington, (Delaware) Morning News; Army Hospital, Camp Campbell, Kentucky; Army Air Transport Command, Washington; assistant to staff photographer, Eastern Aircraft; Personnel Office, Wright Field, Dayton, Ohio; Pan-American Airways, Miami, Florida; drafting designs, Willys-Overland Motor Company, Detroit; Office of Coordinator of Inter-American Affairs; Link Trainer for instrument flying, instructing seamen and waves; Overseas Branch, Office of War Information, San Francisco. Five members of this class are already in the WAVES and two others have been accepted though not yet inducted.

Previously the married women have, as a rule, given up regular positions and confined themselves to work in their own homes, and to volunteer activities in their own communities after marriage. There is a very real question at present how generally this can be continued in the society of the next twenty years. It is certain, however, that educated women will continue to have great responsibility for the stage of culture and the formation of public opinion in a democracy, and there seems to be a good chance that volunteer work on the part of citizens will be increasingly recognized along with the work of trained experts. This prospect puts all liberal arts colleges on their toes to be more effective than ever in turning out actually educated liberals, to serve immediately in war and thereafter in peace and reconstruction.

FACULTY

THE CHOOSING of a suitable faculty for a college with such purposes, wholly residential, located in the country, imposes a fourfold task. The members of such a faculty must have first class minds and first class education in the subjects they are to teach, but they must also know the place of their specialty in the realm of knowledge and its connection with other fields, and they must have a lively realization of what is meant by general education in distinction to high competence in a given field. They must also be persons who keep intellectually alive by the research of others and their own, but persons who deem the training of young minds a sufficient justification of their highest mental activity. And they must have an ability to live, in close intercourse in a community—about one fourth of which consists of adults—arranged for the four-year development of the young, contributing

to the richness of life of the group, and yet in long years of such living not becoming conditioned to youth and intimacy so as to lose the wider outlook. Many more things in addition to courses studied and degrees taken are involved in such choices.

THE FACULTY at Sweet Briar consists of fifty-one members, thirteen men and thirty-eight women. Their academic attainments are represented by their degrees in the universities of the United States and other countries, twenty-nine with the Ph. D. and the rest with the M. A. or the appropriate advanced degree in their specialty. There is a wide spread in their geographical background as well as in their educational background. This forms a good complement to a similar spread in the student body. There are on the faculty natives of Canada, Denmark, England, France, Italy, Switzerland, Yugoslavia, and Americans who have lived for some years in China and India. From widely varying areas of the United States come the other members of the faculty, and many of these have also studied in other countries.

IN HOMES AND APARTMENTS on the campus or adjacent to it, the faculty members reside, and both academically and socially there is much community activity. Many committees are composed of students and faculty members, and the same sources of recreation are used by both. Though avenues of acquaintance are especially fostered by the plan of faculty advisers, joint committee service, small class meetings around tables and sometimes in a professor's home, and by "open house" by many faculty members, the physical set-up and informal contacts create as much acquaintance as more formally arranged gatherings. In connection with open discussions of the various clubs and particularly in the living-room discussions with visiting lecturers after their public lectures, students and faculty participate equally.

THERE IS A STANDING COMMITTEE of the faculty on Faculty Research with a modest budget appropriated annually by the college from current funds to be of assistance to those engaged in research. This assistance takes the form of information about sources of material and sources of research grants, and of direct grants from their own budget. Many of these grants are small designed to meet an immediate need, but some of them have been larger, resulting in the purchase of the *Encyclopedie par M. d'Alembert, 1751-1763*, for a professor working on Diderot. The committee bought a microfilm machine, and this year has bought microfilms of 2-5 year runs of some six Spanish magazines now in five different universities. This is especially helpful in the face of the present restricted travel.

It would be impossible to note the publications in books and periodicals of all the members of the faculty for the last five years. The following list is submitted as a sample: *A Southern Bibliography*, Janet Agnew; *The Womens Trade Union Leagues in Great Britain and the United States*, Gladys Boone; *The Liberal Spirit in the New Testament* (essay in a volume on *Liberal Theology*), Mary Ely Lyman; *Emile Faguet*, Cecile Juliette Johnson; *The Study of Public Administration*, Egbert S. Wengert; *Diderot's*

Treatment of the Christian Religion, Joseph E. Barker; *Captain Lee Hall of Texas*, Dora Neill Raymond; *A Free Labor Contract, South Carolina 1867*, Jessie M. Fraser; *A Comparison of Freshmen and Seniors in Respect of their Understanding of Social Issues*, Helen K. Mull; *The Liber Floridus*, Eva Matthews Sanford; *Stories of Latin America*, Belle Boone Beard; *The Mediterranean World in Ancient Times*, Eva M. Sanford; *The Story of an Irish Sept*, Joseph C. Develin; *Some Medical Problems in Physical Education*, Dr. Carol M. Rice; six compositions for the organ, Ernest Zechiel.

Papers, reviews, and addresses by members of the faculty run into hundreds. Memberships in learned societies and attendance at meetings are practically universal and chairmanships of civic, educational, and state committees are widely held.

There is a Faculty Club the meetings of which include professional discussions and social occasions. A group of the faculty is participating in the work of the Universities Committee on Post-War Problems. Four members of the faculty are on leave, two for service in the armed forces, one for a government post in Washington and one to teach mathematics to trainees.

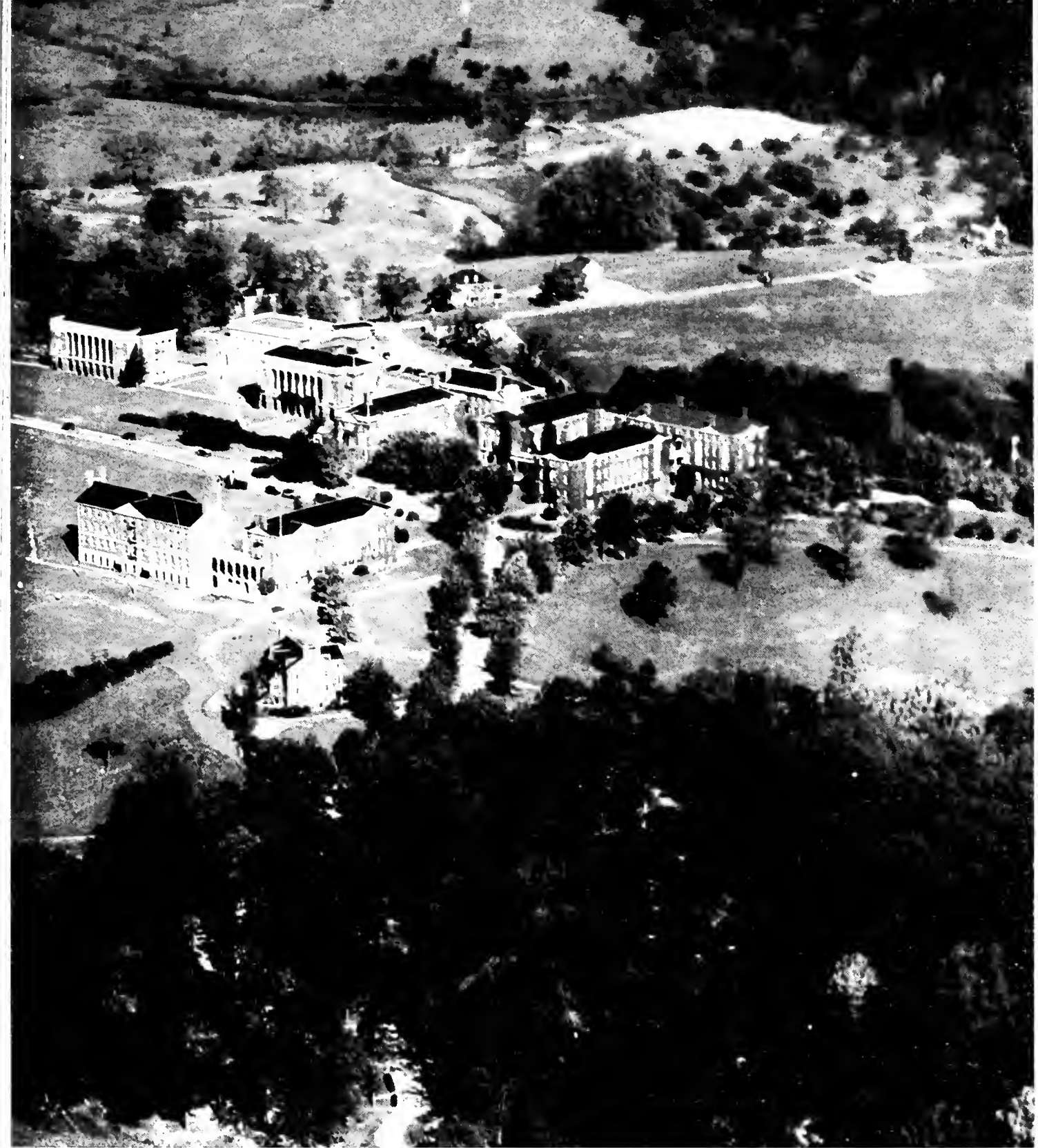
THE LIBRARY

IN A LIBERAL ARTS COLLEGE, especially one in which the emphasis of the students falls upon languages, literature, social studies, philosophy and the arts, the library is verily the storehouse of learning. In 1929 Mr. Fergus Reid gave to COLLECTIONS Sweet Briar the Mary Helen Cochran Library in memory of his mother. The collection at that time was about 15,000 volumes but, due to subsidies from the Carnegie Corporation and an increased budget from current funds, it now numbers over 58,000 volumes in which there is practically no dead wood.

The new building made it possible to open many more separate rooms for differing kinds of work. Students go freely to the stacks, in which all students Reading for Honors have desk tables. The large room on the first floor serves both reference and reserve use. Art and music collections are housed on the second floor, where there is also space for persons working on other than library material. Several small rooms are available to be reserved for special work where books can be left for a student for a number of days. Both art and music have profited from the collections assembled in these fields by the Carnegie Corporation.

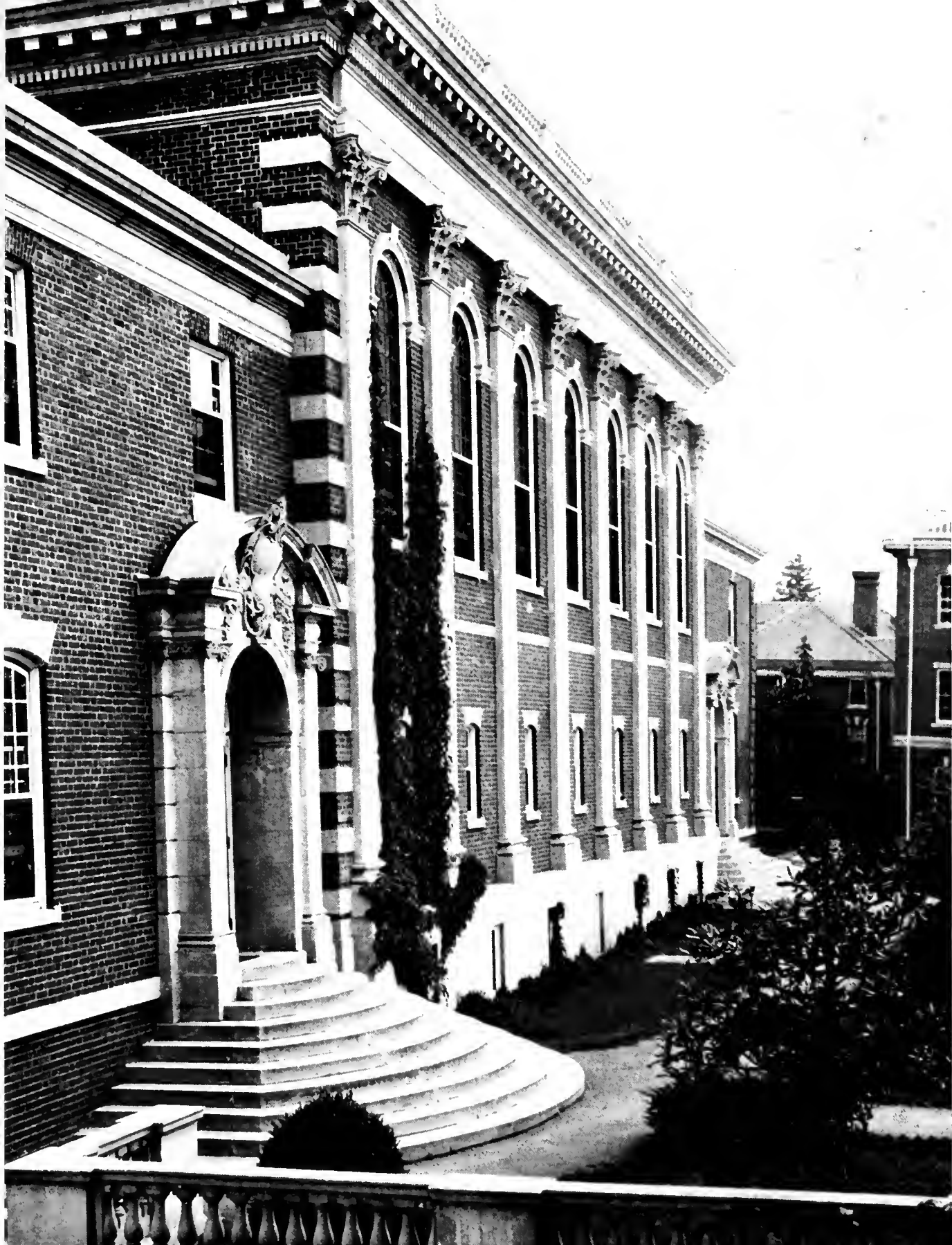
Dr. Elmer Bailey, formerly professor of English at Sweet Briar, on his death left to the college his collection on George Meredith, with some autograph letters and one of the three existing bronze medallions made of Meredith by Theodore Spicer-Simson. Additions have been made from time to time to this collection and it is housed separately in one part of the stacks.

THE STAFF consists of a librarian, an assistant librarian, a cataloguer, an assistant at the reference desk, a secretary, two stack assistants, and five student assistants, with STAFF irregular assistance on reference and accessioning from two residents at Sweet Briar who have had library training. The library is open daily, with interruptions for lunch and dinner, from eight-thirty to ten o'clock, and it is open for restricted

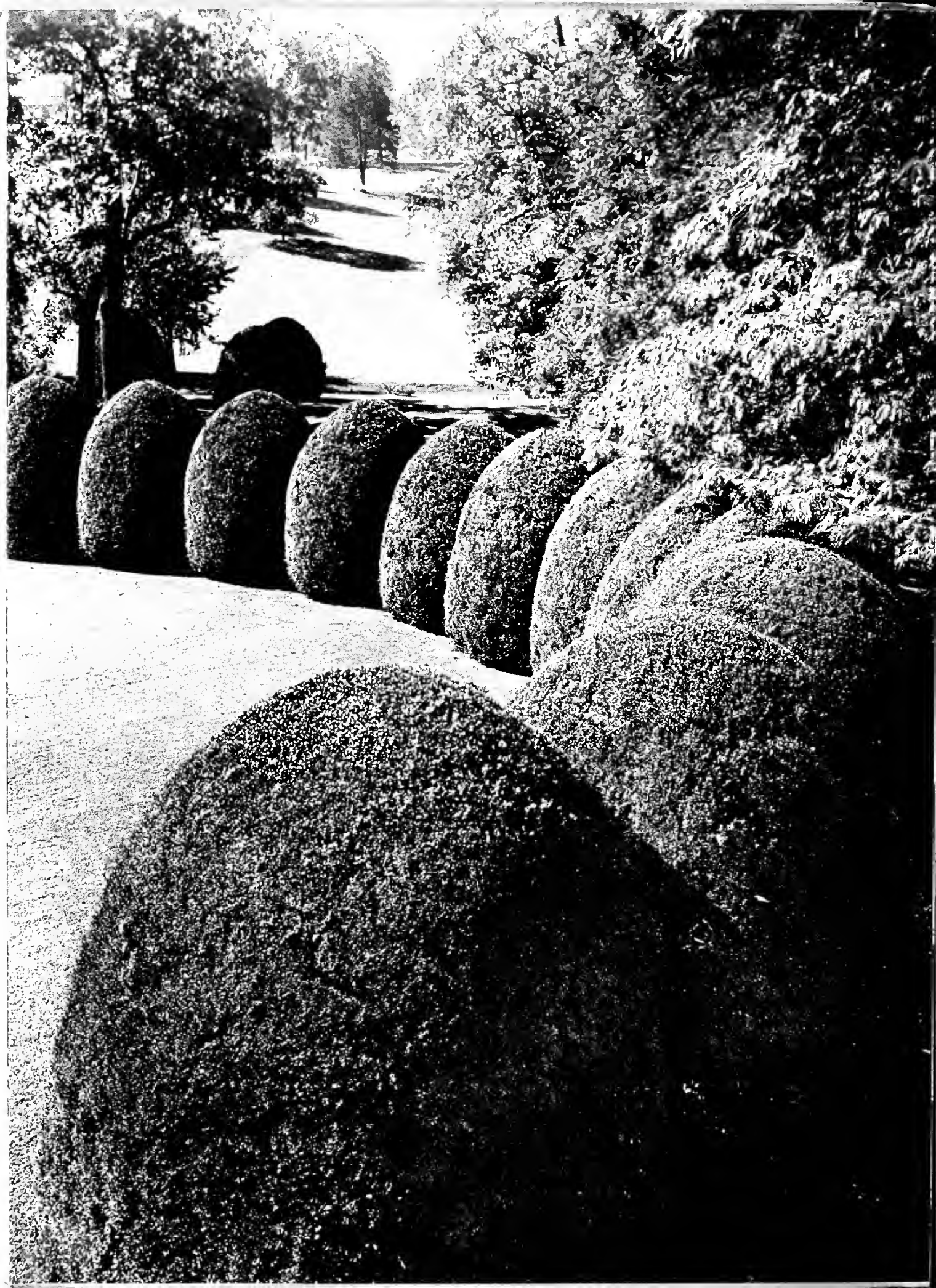


PARTIAL VIEW OF CAMPUS, SHOWING MAIN GROUP OF COLLEGE BUILDINGS

Pictured on the following pages are the Mary Helen Cochran Library, Academic Hall, and the Boxwood Circle in front of Sweet Briar House.







use on Sunday afternoons and evenings. The library is heavily used, heavily enough to cause a neighboring librarian to inquire what outside persons were included in the daily count. They were all Sweet Briar students and faculty.

COMMUNITY LIFE

THOUGH PHYSICAL EDUCATION is a part of the curriculum at Sweet Briar, and the requirement was increased in 1941-42 to cover activities all four years, much of the recreation of the students falls within this field. All entering students must attend a series of lectures and conferences covering general laws of hygiene and individual health problems. Students who pass a written examination in the fundamentals of personal hygiene are excused from the lectures, but all entering students during the first semester must attend conferences and keep health charts. There are courses in hygiene and in nutrition and all the instruction in sports, games, body mechanics and gymnastics is arranged in classes. There is a distinct effort made to utilize in sports those practices and points of view that will result in certain skills and which will prompt continued participation after graduation. There are opportunities for archery, badminton, baseball, basketball, boating, canoeing, dancing, deck tennis, hockey, lacrosse, riding and tennis. It is thus easy to see that much community activity centers around physical education and exercise. Wide voluntary participation in games is sought, but there is a varsity team in hockey and in basketball and a few intercollegiate games are arranged each year with neighboring colleges.

The students' Athletic Association fosters recreational sports, buys and maintains much sports equipment and acts as a policy council on athletic matters. Due to its activities Sweet Briar has an Outing Cabin on a neighboring mountain which is much used over weekends and is near enough also for extensive use for only a few hours at a time. The Athletic Association has also contributed roughly half of the cost of a covered riding ring adjacent to the stable for the riding horses owned by Sweet Briar farm, where instruction and practice go on in bad weather. The Association gave nearly half of the new boat house finished in 1941-42. This has provisions for rowboats and canoes, dressing rooms and showers, diving boards and swimming pen, and a large recreational room with fireplace and open balcony.

FOR RELIGIOUS SERVICES the community is organized as a congregation with a Church and Chapel Committee composed of students, faculty and community members under the chairmanship of the President of the College. There are sub-committees on services and preachers; music; charitable work; Lenten services; budget. Services are held at eleven o'clock on three Sundays of the month; on the fourth a vesper service is held instead of a morning service. On first and third Sundays the chapel is at the disposal of a priest from Lynchburg for mass at eight o'clock for some twenty Catholic members of the community. Ministers of various denominations—from various parts of the country—are invited to preach at the college and an order of service paralleling rather closely Morning Prayer from the Book of Common Prayer is used. On the

first Sunday of the month there is a celebration of Holy Communion at the eleven o'clock service and other celebrations at eight o'clock in the morning are arranged from time to time. There is a Choir of thirty students who volunteer their services and it is considered a compliment to be asked to sing in the Choir. They work hard and the music is known for its excellence and its contribution to the services. The preachers for the current year are:

- THE REV. CYRIL C. RICHARDSON, Union Theological Seminary, New York City
 PROF. HORNELL HART, Duke University, Durham, North Carolina
 THE REV. RALPH S. MEADOWCROFT, JR., All Angels' Church, New York City
 THE REV. W. AIKEN SMART, Emory University, Georgia
 THE REV. JOHN H. FISCHBACH, Westminster Presbyterian Church, University, Va.
 THE REV. BRADFORD S. ABERNETHY, Federal Council of Churches of Christ in America, New York City
 THE REV. W. E. ROLLINS, Sweet Briar, Virginia
 THE RT. REV. BEVERLEY D. TUCKER, Bishop of Ohio, Cleveland, Ohio
 THE REV. ARCHIBALD BLACK, First Congregational Church, Montclair, New Jersey
 THE REV. DAVID BRAUN, Swarthmore Presbyterian Church, Swarthmore, Pennsylvania
 THE REV. EUGENE W. LYMAN, Sweet Briar, Virginia
 THE REV. MOSES R. LOVELL, Central Congregational Church, Brooklyn, New York
 PROFESSOR JAMES T. CLELAND, Amherst College, Amherst, Massachusetts
 THE REV. JOHN H. POWELL, The Reformed Church, Bronxville, New York
 DEAN MARY ELY LYMAN, Sweet Briar College
 THE REV. JOHN S. WELLFORD, Ascension Church, Amherst, Virginia
 THE RT. REV. HENRY D. PHILLIPS, Diocese of Southwest Virginia, Roanoke, Va.
 THE REV. CURTIS W. J. JUNKER, National Council of the Episcopal Church, New York City
 THE REV. STEPHEN R. DAVENPORT, St. Paul's Memorial Church, Charlottesville, Virginia
 THE REV. CHARLES W. SHEERIN, Church of the Epiphany, Washington, D. C.
 THE REV. GEORGE M. BEAN, Cismont, Virginia
 THE RT. REV. JOHN J. GRAVATT, Bishop of the Diocese of Upper South Carolina, Columbia, South Carolina
 THE REV. ALEXANDER C. ZABRISKIE, Virginia Theological Seminary, Alexandria, Virginia
 THE REV. HENRY P. VAN DUSEN, Union Theological Seminary, New York City
 THE REV. S. THORNE SPARKMAN, St. Paul's Church, Chattanooga, Tennessee
 THE REV. PHILLIPS ELLIOTT, First Presbyterian Church, Brooklyn, New York
 THE REV. CLARK KENNEDY, Christ Church, New Haven, Connecticut
 THE RT. REV. NOBLE C. POWELL, Bishop Coadjutor, Diocese of Maryland, Baltimore, Maryland
 THE REV. HENRY SLOANE COFFIN, Union Theological Seminary, New York City

On Tuesdays and Fridays there are midday services which members of the faculty or students conduct. On Wednesday nights the Young Women's Christian Associa-

tion throughout the year arranges a service at ten o'clock. During Lent there are daily services at 10 at night, Monday through Friday, and students volunteer to conduct these. They are among the most popular services of the year.

Since the community is organized as a congregation with a sub-committee on charitable work, it is possible to contribute to constructive work in the county and in foreign countries and to help, by acquaintance and financial assistance, individual neighbors who need such help. Baskets at Thanksgiving and Christmas go to some twenty or more families. Members of the congregation know these families well and are often privileged to be of use in cases of illness or other crises.

The Sweet Briar congregation contributes to the Amherst County Health Association in the form of a fund to be dispensed by that committee for corrective work for individuals; another fund to assist in the County venereal disease clinics; a third to support the school hot-lunch project so that children who could not afford to buy these lunches may have them; and, through the annual campaign, to the work of the tuberculosis association. The congregation contributes to Boys' Home at Covington, Virginia, and always to some more distant services. In 1943 contributions were sent to United China Relief, the Women's Medical College at Vellore, India, the Leonard Wood Foundation for Research and Cure of Leprosy. From Sunday collections the funds at the disposal of the Church Committee come, and the charitable budget runs around \$1000 a year.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION joins with the Church Committee in bringing a preacher to the campus each year for three days of special services. In addition to this and the Wednesday night services, it does much social work on the campus for employees of the college and their children. It is very active in the reception of new students at the opening of the year and takes responsibility for other community activities during the year. There are groups that work in the county schools, both white and Negro, doing chiefly recreation work that is not included in the school program. They also distribute Thanksgiving and Christmas cheer through the County Welfare Office. The Association has given scholarships for the Southern School for Women in Industry and they participate in national councils and bring back fresh ideas and vitality to the campus life.

INCLUDED IN THE COLLEGE FEES is the cost of putting on exhibits and bringing lecturers and musicians to the college. The convenience of having these entertainments on the campus without the usual expenditure of time and money in transportation makes it possible to take advantage of them to a greater degree than if they were in the city.

The exhibits of recent years have been: 1942-43, color reproductions of American paintings from the colonial period to the present day; ten works of Picasso, lent by the Museum of Modern Art; twenty paintings by Milena Pavlovitch Barilli; Interiors of a Generation Ago; American Furniture, Glass and Textiles. The last two are parts of the Metropolitan Museum collections called Index of American Design. In 1941-

42, Herbert Gute, water colors; Marina Nunez del Prado, sculpture; Walt Disney, original sketches; Fernand Leger, gouaches; Hilda Belcher, oils and water colors; Dean Faussett, oils and water colors; Zoltan Sepesby, tempera and water colors. In 1940-41, George Grosz, water colors; Charles Burchfield, water colors; Peter Hurd, tempera; Fritz Eichenberg, wood engravings and lithographs; Kathe Kollwitz, etchings and wood engravings; Edward Hopper and John Carroll, oils; Muriel Alvord, oils. The college appropriates to the art department a sum each year for purchases. There is also an organization, Friends of Art, which supplements the artistic activities of the college. By funds from these two sources jointly Sweet Briar acquires a new picture every few years. The collection now contains paintings by Corbino, McFee, Peter Hurd, Burchfield, Cadmus, Glackens, Lois Wilcox, Virginia McLaws, and Edward Gay, among others.

For most of the Friday nights of the college year there is some entertainment, a concert, a lecture, a dance recital or a play, and some weeks they occupy both Friday and Saturday nights or Friday night and Sunday afternoon.

In the spring of 1942 a committee of the faculty and Tau Phi, a student honor group, arranged a three day Institute on Public Affairs. It was organized into public addresses followed by question periods. Then small discussion groups considered the same topics at separate sessions. The students declared a closed week-end for this purpose and all the community, students and faculty, attended the meetings. The program was concerned with National Needs and Resources, and there were sessions on Mobilizing Human and Material Resources, on Industry and the War, on Health and Nutrition, and on The Church in Crisis. Among the speakers were Judge Dorothy Kenyon, Col. Paul Logan, Dr. A. Ford Hinrichs, Beulah Amidon, Dr. Helen Mitchell, Dr. Geoffrey May, the Rev. Russell C. Stroup, Dr. Mary Ely Lyman and Dr. Bernard Iddings Bell. The Institute ended with a vesper service in the chapel on Sunday afternoon.

In 1942-43 the lectures have been *The Future is Ours* by Jay Allen; *The Europe of Tomorrow* by Count Serge de Fleury; *Indian Religions* by Helen Woodsmall Eldredge; *The Promise of Pan-Americanism* by Hubert Herring; *Can We Avoid Imperialism?* by Hallett Abend; *The Variation Form* by Stanley Chapple; *India in the Present Crisis* by Thomas Yahkub; *The Strange Fate of Russian Literature* by Vladimir Nabokov; *Latin American Art* by Robert C. Smith; *The South, Past and Future* by Edwin Mims.

Concerts have been given by Ethel Bartlett and Rae Robertson, two pianos; Dimitry Markevitch, cello; Mabel Deegan and Susanna McCreath, violin and piano; Sweet Briar Choir, Christmas Carol Service; Trapp Family Singers; National Symphony Orchestra.

The National Symphony Orchestra has been at Sweet Briar for six consecutive years, one year as often as three times. There is no event of the year that brings greater pleasure to so large a number of persons, both those at Sweet Briar and visitors from the county and neighboring cities.

PAINT AND PATCHES, the Sweet Briar dramatic club, gives four plays each year and it constitutes itself a workshop for training in speech and drama, under the direction of the instructor in drama. Each performance is given on two consecutive nights. In the last few years it has given *Ladies in Retirement*, *School for Husbands*, *The Little Clay Cart*, *The Adding Machine*, *As You Like It*, *Our Town*, *Androcles and the Lion*, *The Cradle Song*, *Peer Gynt* and *Alkestis*.

There is no theatre at Sweet Briar and a lecture room with a stage is converted into a theatre by the ingenuity and muscle of the members of the club, with truly surprising results. Of course Sweet Briar looks eagerly forward to having a theatre and works to that end, but in the meantime necessity proves a very prolific mother of invention. Usually once each year a play is produced at Sweet Briar by one of the traveling companies. The Jitney Players and the Barter Players have performed at Sweet Briar several times.

THERE IS A GLEE CLUB of some fifty members who sing at Founders' Day and on other occasions, giving one or more recitals each year with other groups that have been invited to join them. There have been some particularly successful programs in recent years. One was the concert with the clubs of Duke University, Randolph-Macon Woman's College, The University of Virginia and Sweet Briar College, when each club sang separately and all two hundred or more singers joined in the *Hallelujah Chorus* from *The Messiah*. For three years The Harvard University Orchestra joined the Sweet Briar Glee Club in a concert at Sweet Briar. Particularly notable were their renditions of Debussy's *Blessed Damsel* and the *Rosemary Cycle* of Randall Thompson.

INTEREST CLUBS represent fields of study, such as the German Club, the Economics and Sociology Club, the Classical Club, the English Club, the Tetrology Club and several others. The membership of each is necessarily restricted and that gives reason for a goodly number of them. Especially active has been the International Relations Club, which has existed at Sweet Briar for about twenty years. This club sponsors a current events program on Monday nights, holds both closed study meetings and open meetings during the year, and collaborates in bringing outside speakers to the college on occasion.

THIS COMMITTEE, with various sub-committees, sponsors relief drives, Red Cross work, salvage work, sale of War Bonds and Stamps, Civilian Defense activities, and discussion groups which also operate by study meetings with periodic open discussions. These discussion groups participated in by both faculty and students are now in their third year and the topics for discussion have naturally ranged over the whole gamut of domestic and foreign problems which have unfolded in the progress of the war toward the peace. For the

current year the Funds Committee chose the Red Cross, the World Student Service Fund, the Fighting French Relief and Greek Relief as the major causes for their support. Under their guidance the community contributed \$2261 to the Red Cross and a total of \$2100 to the others.

SWEET BRIAR students publish a weekly paper, the *Sweet Briar News*; a magazine, *The Brambler*, five times during the academic year; and a yearbook, *The Briar Patch*.

PUBLICATIONS There is a Board of Publications which gives over-all guidance to all three publications and, of course, a special staff which determines the policy and runs the business of each one.

STUDENTS SERVE on the Board of Amherst County Health Association, and they have given during rationing periods extensive help to the County Board. All rationing operations for the Sweet Briar community have been conducted on the campus, but beyond this both Sweet Briar students and faculty members have served the County Board at the county seat. The Choir sings each year at one or two churches in the neighborhood, and for the Woman's Club of Lynchburg they give their Christmas Carol program.

THE SOCIAL LIFE as it concerns inter-campus activities is marked by much casualness and informality. Since almost all of the members of the community live on the campus, bridge, music, and conversation in the two Common Rooms, picnics all through the fall and the spring on the lake or at one of the outdoor stone fire places, teas or coffee parties for visiting speakers and singers, all spring up naturally as do the "At Homes" of faculty members. The Boxwood Inn and its small shop and latticed terrace known as Inside Out furnish a gathering place around mail time and tea time.

Men visitors are a rarity during the week, though even in war time there are generally one or two around on any day, but from Friday to Sunday night is visiting time. The students and their visitors ride and row and play tennis and other games, dance on Saturday nights, and have outings in the form of suppers at neighboring restaurants with a movie or a play or a concert. Virginia has almost as many colleges as Ohio and Sweet Briar girls go to sports events and dances at many of them, as well as into other states up and down the coast. Harvard, Yale, Princeton, and even Dartmouth, do not seem to find Sweet Briar too distant, nor Sweet Briar them too distant for an exchange of visits.

Sweet Briar students give only two formal dances during the year, one in February and one at May Day. There has been a May Day celebration every year at Sweet Briar since its founding in 1906 and the occasion is very dear to students and alumnae. The midwinter dance was abandoned for 1942-43 and the May Day celebration cut drastically, but it has not been abandoned. It takes the form usually of a horse show on Friday afternoon, a dance that night, lunch *al fresco* for the whole community on Saturday, with the crowning of the queen and a masque to follow, and a dance again

on Saturday night for visitors from a distance only. This year it is confined to the horseshow, the crowning of the queen, an *al fresco* supper, and a dance.

The students have a social committee that determines their social life within such regulations as are established by the Student Government Association and the Dean's office. They receive at informal dances and in 1943 have arranged dances at the college for soldiers who are encamped in the county.

SWEET BRIAR operates on a well defined honor system under which students assume responsibility for honest academic work and a high standard of personal conduct.

STUDENT The whole student body forms the membership of the Student Gov-
GOVERNMENT ernment Association and an executive committee administers its
policies. The College Council made up of these student executive
officers and elected members of the faculty consult on matters of joint concern and
make recommendations to the administration of the college.

As might be expected in such a community, the students in general cooperate to a marked degree in the running of the college, and especially do they take their responsibility seriously to make the life what they wish it to be.

ALUMNAE

From the college, as heretofore described, have gone the graduates who now make up the alumnae group. The graduates number 1564. Other students, both college students who did not graduate and Academy students during the first twelve years of its life, when Sweet Briar operated an Academy as well as a College, bring the total of the alumnae to 4,927. Affection for the college and loyalty to it equally characterize both groups. The oldest living graduate is just over 50 years of age; less than one-fourth are 40 years old; more than three-fourths of them are in the young matron class between the ages of twenty-two and thirty.

Many of the graduates have gone on in academic and professional study, taking master's and doctor's degrees, going into medicine, law, social work, teaching, art, and business. At no time, however, were there as many as ten percent of the graduates in professional life. Their greatest contributions to society have been through their own homes, in active participation in community work, and as leaven in the formation of public opinion.

Those in professional activities have done graduate work in universities abroad and at home; at the Sorbonne, Grenoble, Oxford, Trinity College at Dublin, the University of Hawaii, the University of Munich, and the Austrian Archaeological Institute in Athens. Others have studied in all the best known universities at home.

At the present time there are forty-six Sweet Briar alumnae in the WAVES, WAACS and the Marines. Two graduates are in Red Cross service abroad. Sweet Briar women occupy such positions as: Organization Director, Bureau of Public Relations of the

War Department; Director of Civilian Defense for Women in Virginia; Junior Editor of *The Federal Register*; Associate Editor of *Survey Graphic*; Superintendent of Public Welfare, Amherst County, Virginia; Assistant to the Director of Fine Arts, Chicago Art Institute; Executive Secretary of the Boston Symphony Association; Inspectress, Public Health Services, in Havana; member of the faculty of the University of Hawaii; Assistant Director, Bishop Museum, Honolulu; research worker in the Pathological Laboratory at the Post-Graduate Hospital, New York City.

Sweet Briar alumnae show varied interests in their volunteer work in community activities. There are among them a chairman of the Louisiana Art Commission; a founder of children's classes at the Mint Museum in Charlotte, North Carolina; several chairmen of symphony associations; presidents of local branches of the American Association of University Women; county directors of Red Cross; National Secretary of the Young Republicans' National Federation; members of Boards of Education, Councils of Social Agencies, Children's Clinics, Board of Associated Charities, Committee for Summer Opera.

THE ALUMNAE have been organized into an association since shortly after the first class graduated. In 1927, for the first time, they elected a resident secretary and since that date the association has grown and developed in many ways. ALUMNAE There have been three secretaries, resident at college. The association, ASSOCIATION whose activities are many, fosters local clubs, arranges for Sweet Briar Day, promotes an annual gift to the college in the form of the Alumnae Fund, has representation on the Board of Overseers by two members elected for six year terms, and arranges a most valuable service for the college by means of alumnae representatives in connection with the admission of new students. The Alumnae News is published four times a year. There are clubs in twenty-eight cities and in forty-seven additional cities there are groups sufficiently organized to participate in Sweet Briar Day. On the twenty-eighth of December, wherever it is possible for Sweet Briar alumnae to get together there is a meeting, often taking the form of a luncheon or a dinner, and members of the faculty, the administration and students still in college attend these meetings.

AT THE TIMES of concentrated efforts for funds the alumnae have, of course, given always to the college. In the campaign of 1928 the alumnae pledged for endowment CONTRIBUTION \$104,577 and in 1941, \$38,919. The alumnae do not, however, wait for campaigns, but by means of the Alumnae Fund they have TO THE COLLEGE given an average of \$5000 a year to the college for the last five years. One alumna has established a scholarship, another has set up a fund for work in science, and still another was among the larger givers to the Carter Glass Chair of Government. Gifts not in money include books, portraits, a collection of French prints, and always—services.

Members of the Sweet Briar Alumnae Association who have successfully completed a course of study designed to acquaint them with the scholastic and social life of the students, Sweet Briar's position in the academic world, methods of admission, scholar-

ships, and the curricula of the different types of schools from which students are drawn, receive the honorary title of Alumnae Representatives on Admission. These alumnae may officially represent the college at secondary school functions and be available for consultation by prospective students and their parents. The 1943-1944 catalogue carries the names of twenty-six representatives in seventeen cities.

THE PHYSICAL PLANT AND ITS NEEDS

The college has six halls of residence, housing from thirty-nine to ninety students each, with two dining halls. There are two academic buildings in addition to the library and the small temporary building for music. There is a gymnasium built in 1931, well equipped and adequate to the needs of the college. This building was a gift to the college by the students in college from 1924-1931, who by their activities through those seven years raised the money to build it.

To provide residences for faculty and staff there are nine dwellings, some apartment groups, belonging to the college and five residences that have been built by faculty members on college property. Since Sweet Briar is not in a town it must have its own service units, water supply, sewerage disposal, laundry and road maintenance.

THE PROPERTY consists of some 2800 acres of which 600 acres are cultivated as the Sweet Briar Farm, under a special committee of the Board of Overseers. It is run independently of the college. The college is a customer of the farm but on the same basis as other customers. The chief activities of the farm are a dairy, raising of feed for cattle and horses, a stable of riding horses (which the college community can rent), an orchard, poultry and hogs. The running of such a farm and of the services for the college enumerated above brings some seventy employees into the community. The total payroll of Sweet Briar covers 262 persons and the community is larger and more varied than that on most college campuses.

The plans for the college were drawn by Cram, Goodhue and Ferguson before any buildings were begun, planned with special reference to the immediate locale and also to current styles in Virginia. This resulted in the use of a ridge for the main buildings, from which the ground slopes in all directions. This fact lends itself to the convenient location in an inconspicuous place of power and service units on one side and a dairy unit beyond the college on the other side below the level of the college itself. At each end of the two quadrangles, one residential and one academic, there are dells that form natural amphitheatres, and these are much used. The style of the buildings is Virginia Georgian. The bricks for most of the buildings were burnt on the property from the clay of the region so that there is a harmony in texture and in color. The faculty residences are located beyond the college groups in two different directions giving a sense of separation without losing the convenience of a short walk to work.

The fact that the college is built on an old plantation gives it an appearance of having been in existence longer than it has. The plantation house with extensive boxwood gardens is outside the college group but in constant use as a residence. The entrance to the college from the highway is over a private road about a mile in length, running through dogwood and oak woods.

In general the original plans have been carried out by the existing buildings both in kind and in location, but, during the extended building period 1906-1943, of course, some modifications have been made, always on the advice of the same architectural firm. The plant is about two-thirds built and the buildings to come are already located and for three of them plans are already drawn.

New buildings needed are an auditorium including teaching quarters for music, speech and drama; a science building; a residence hall for students; a chapel; an administration building. The college policy has been to allow activities to develop as far as possible in existing quarters and then to try to provide a new home for them, rather than to build generously and seek to develop within the new capacity. There are things to be said for both methods. Sweet Briar's method results in constant crowding. There is always need of more space, but also the crowded activities puts down good strong roots in learning to continue under this handicap. Two such activities are at present good illustrations of this: the giving of plays and the Faculty Club. This club has no quarters except a basement room lent by the gymnasium, which the club, in turn, again lends to Red Cross work or to extra-curricular shorthand and typewriting classes. Yet the club has a vigorous life and borrows and lends facilities in a creative way, though it remains that some of the things the club could profitably do are not possible under these conditions.

The library is an example of both methods of growth. The old library was cracking at the seams before the new one was built, but, in an effort to be adequate for a long period, the new building was constructed with facilities in excess of uses then current. This opportunity to develop had much to do with the increased services of the library which have grown up in the new building.

The over-all plan of the college has done much service in small developments, even walks and roads which within limits can be constructed to serve what is to come as well as a present need. Some of the arrangements of the grounds always call forth a question, the answer to which has to do with a proposed building or athletic facilities. At the present time work in music, speech and drama is overflowing into makeshift places and the students alone cannot all be seated in the chapel, which is a room also used for teaching purposes, lectures, concerts, Sunday services, and community meetings. To have persons seated on the floor and in the windows to hear a popular program is flattering to a speaker, but again things can be done better in better space. The college is seeking to build the new auditorium to take care of these needs and the students work each year to add to the building fund for this structure, for which

the plans are already drawn. The building, as far as current estimates may claim future validity, could be built and equipped for \$250,000. The educational return on this investment would far exceed a paltry five percent.

Next in need when teaching facilities are considered comes a science building which would fulfill two purposes, furnishing more adequate quarters for lecture rooms and laboratories and the freeing of the building in which they now are to be remodelled for fine arts. The present building houses the teaching of chemistry, biology, physics, psychology and art. Art is a popular major at Sweet Briar, and it has already developed to the seam-bursting stage.

With these two buildings in use the college could appropriately build one new residence hall to accommodate about sixty more students, and allow some service expansion in existing halls. This would give accommodations to just the number of students originally predicated when the college plans were made and the building itself would complete the residence quadrangle architecturally.

Neither the auditorium-music-drama building nor the science building would increase the income of the college, but they would allow an additional residence which would increase the income as well as enable Sweet Briar to accept an appreciable number of the students which for lack of space it cannot now accept from among annual applicants. Though no building can be done at the present time the funds with which to build and the plans for the buildings can be acquired so that the college can begin at once preparations for greater educational usefulness as soon as building is possible.

FINANCES

SWEET BRIAR is a privately endowed college with no stipends from state or church. By the will of the founder there was available for establishing the college \$545,891.64.

ORIGINAL With this money a plantation was transformed into a college; roads,
BEQUEST power plant, water system, barns, stables, four dwellings, two residence
halls for students, an academic building, and a refectory were built—
truly a remarkable accomplishment.

FOUR COLLEGE BUILDINGS and five dwellings have been built throughout the years from current funds, the library and the gymnasium being gifts in 1929 and 1931.

ADDITIONAL The value of the college plant at the present time is \$1,619,084.60. Of
FUNDS the plant assets \$138,441.30 is invested in dwellings rented to employees,
which yield a little better than 5% income annually. The farm and its
equipment are valued at \$87,276.38 and the income on this is variable, about 2%
except when the farm has a losing year.

OF THE FOUNDER'S ESTATE, there is \$5700 in the present endowment funds. Additional endowment has been built up slowly by small gifts with three concentrated efforts in 1920, 1928, and 1941. In 1940 also, on Senator Carter Glass's
ENDOWMENT birthday, a Chair of Government named for him was established at Sweet Briar as a gift from a large group of his friends. This is the first endowed chair at Sweet Briar. The endowment of the college as of April 1, 1943, is \$660,215.92. It is interesting to note that in the year the college opened the thirty-six students then enrolled began to work for an endowment fund and students have continued to work for endowment or buildings ever since. With its present plans the college would be in a strong position with an endowment of \$2,000,000. The present endowment is in the second quarter of that goal.

IT HAS BEEN THE POLICY of the college to regulate the speed of its development to avoid large indebtedness. Debenture notes were issued for building purposes in 1924,
FINANCIAL but these had been retired by 1936 and since that time the college has
POLICY owed no money. Its annual budget is a little more than \$500,000.

The salary scale for professors is only partially realized at the present time, but a participating annuity plan is in force, as are provisions for sabbatical leaves. One of the urgent calls on increased endowment is increase of faculty salaries. The new buildings that are to be built will increase maintenance costs, even if special funds are raised for their construction. Additional expenditures are needed to develop the new courses projected, to strengthen the library and laboratories and for extension of roads and walks.

The following figures reflect the financial management of the present administration.

	ENDOWMENT (total)	DEBT (total)	INCOME (yearly)	EXPENDITURES (yearly)
1926	\$132,947.75	\$230,029.72	\$343,717.19	\$314,160.44
1930	\$337,810.41	\$160,000.00	\$419,224.91	\$379,072.35
1936	\$421,792.76	\$ 30,000.00 Current Fund SURPLUS	\$468,971.58	\$437,500.15
1937	\$423,736.77	\$ 33,517.66	\$498,044.80	\$449,318.67
1940	\$520,535.80	\$ 83,158.98	\$534,300.42	\$493,553.00
1942	\$650,359.81	\$ 33,676.60*	\$525,746.66	\$515,095.68

*After transferring \$77,000 to Endowment

During this period also faculty personnel and salaries have increased; library expenditure and number of volumes and services have increased; major plant repairs have been made and two new buildings added.

1926	1942
Number of faculty 39	Number of faculty 51
Faculty Salaries \$83,353.44	Faculty Salaries \$148,470.91
Library Expenditures \$4,735.09	Library Expenditures \$18,932.51
Number of Volumes 11,000	Number of Volumes 58,157

Sweet Briar is sound financially, and seeks increased funds for sound educational developments and sufficient buildings to house them.

FUTURE POLICIES AND PLANS OF THE COLLEGE

THE PROVISION in the will of the founder of the college speaks of such education for young white women as will best fit them to be useful members of society. Under a provision like this the governing boards and the president and faculty of the college are free to re-think from generation to generation what education will best fit young women to be useful members of society, and to modify the policies and offerings of Sweet Briar in accordance with their developing judgment.

Sweet Briar has previously under its three presidents built its educational program for a well-rounded general education at the college level. In full knowledge of the many and diverse needs for training in the society of today, the present administration still thinks of this program as not only a valid one but as a necessary one in a number of institutions. It foresees a continuing use for this kind of education, done in a concentrated period prior to professional and vocational training, for many persons. It believes that Sweet Briar has, in its residential group not in a city, an excellent opportunity to foster the education of the whole woman through scholarly pursuits to a wide acquaintance and experience in the world of ideas, and a developing understanding, in comparative freedom from distractions, of the world and the people in it.

Democratic living on a high level of individual responsibility is possible in such a group and this furnishes a tested and strengthened facility for such living in the larger world. It is possible in such a group to order the way of life so that all of it may contribute to the deepening of education, and especially is this true in aesthetic and spiritual areas. The simplicity of the life at college and in the surrounding country puts a premium on independence and ingenuity, with still ample opportunity to realize the dependence of the individuals of a community upon each other and upon a common standard, and no less to realize a dependence on each other between the college and the country.

That there will continue to be young women who can best approach their educational ideals in some such way as this seems highly probable, and Sweet Briar sees itself as definitely useful to them. The great majority of women who must be productive citizens in a community based on new ideals and new procedures, and who will work on a volunteer basis outside their own homes, ought to find in such a college a good preparation for the years ahead.

Alive to changing conditions and ready for any wise changes, the present administration still thinks that Sweet Briar should follow in general the same pattern of educational offerings as hitherto, with major effort expended on making such education ever more effective.

THE COLLEGE OFFERINGS would be enriched by additional courses in geography and by courses in the history and culture of Latin America and of the countries of the Far East, especially China, India and Japan. Beginnings are already
LOOKING being made by a course on Latin American history and one in Latin
AHEAD American literature now offered, and one in Latin American art to be
offered in 1943-44. No beginnings have yet been made on courses dealing with the Far East, though there is great interest in the subject and preliminary investigations have been made to find out to what degree such a development is possible.

Colleges for women have in the main—as in many instances, for that matter, have colleges for men—given less emphasis on the undergraduate level to the sciences and mathematics. Sweet Briar wishes further to encourage work in these fields and plans for more extensive laboratories as more women seek knowledge of these disciplines. Developments such as these just noted indicate increased faculty personnel, although at present Sweet Briar has a ratio of only nine students to one faculty member. They call also for increased physical plant. Both these calls involve increased financial support.

THESE, HOWEVER ARE NOT ENOUGH. Sweet Briar's usefulness today calls for alertness, insight, courage to follow and to resist change, and convictions tested and lived by. These qualities its students, its faculty, and its administration humbly and constantly endeavor to realize.



